





# Scottish failure rate 'staggeringly high' at St Andrews, report says

by Sue Reid

The disproportionately high failure rate among Scottish students at St Andrews University is causing grave concern. The student academic performance committee and the students themselves have published reports highlighting the problem and suggesting solutions.

The students' views are in a booklet named *Student Opinions*, which examines various aspects of academic life at St Andrews, and which draws attention to the university's failure rate—the worst of any university in Scotland.

The booklet claims that nine in three students in the science faculty fails after one year. It describes this figure as "staggeringly high."

*Student Opinions* also says that in 1973-74, even after examination results, there was a failure rate of 35 per cent of first year geography students with Scottish qualifications. This compared with no failures among students with the equivalent English qualifications. Similarly, there was a failure rate of 23 per cent of students with Scottish quali-

fications reading English, against only 3 per cent of those with the English GCE.

The booklet says that despite the failure rate, the university authorities seem reluctant to rectify the position in spite of student demands. It adds that the university blames the declining standards in Scottish schools, but the students refute this.

They say that the university's courses are orientated towards the GCE approach of early specialization rather than towards the broader-based SCE traditions. "The obvious trend for SCE students is far worse than their GCE counterparts leads one to the inevitable conclusion that there is a failure on the university's part to respond to the needs of Scottish students," says the report.

But the university denies any accusation of apathy. Last month a special committee, set up by the senate in 1972, published a full report on student academic performance at St Andrews and called for further investigations into the relationship between entry qualifications and university first year performance.

The university and the Scottish Education Department have now agreed to finance a research project into the relationship between the two systems, and there are plans to help Scottish students adapt to the teaching and study methods at the university.

The university's student academic performance committee has arranged to distribute a booklet on study methods to first year students and there are proposals for an orientation course. If approved by the senate this will be held at the beginning of the second term and will be available to those students identified as being at risk of failing.

Special tutorials for students are already in progress at St Andrews to advise on study techniques, and departments are being asked to pay attention to their teaching methods. The committee plans to monitor the success rates, and it is to keep in close contact with the Scottish universities with similar problems.

The students at St Andrews say they have proposed that foundation year courses could help to resolve the dilemma. But this idea, says *Student Opinions*, has been rejected by the university.



His Imperial Highness Prince Mikasa of Japan had conferred on him the honorary degree of Doctor of Letters by Lancaster University at the opening of the thirteenth Congress of the International Association for the History of Religions. Left to right: Prince Mikasa, who is president of the Society for Near Eastern Studies in Japan, Mr Charles E. Carter, vice-chancellor of Lancaster University, and Professor Alex Ross, Public Orator and director of the School of Education, who presented the Prince at the degree ceremony.

## Boycott threatened unless bus service improves

by Stephen Cohen

Bristol Polytechnic's new, multi-million pound campus just outside the city will be boycotted by students unless there is a regular bus service to it.

Students are also demanding that the development should not be until more hostels are built.

The £5m complex of buildings of Culverhouse Lane, seven miles northwest of the city centre, will be opened next month by Lord Croomer-Hunt, Minister for Higher Education. But Mr Richard Durrant, a student union official, said last week that a boycott of all lectures and tutorials at the new site had been called for.

## Saudi Arabia puts education second only to defence

by Frances Gibb

A block sum of about £9 billion has been allocated to education and manpower training in Saudi Arabia's new five-year development plan announced last week, according to an article in *The Economist*.

The plan, which involves a Government expenditure of \$143 billion (about £68 billion) between now and 1980, earmarks \$21 billion of this, about one-seventh, for education and manpower training. The amount places education second only to defence—\$23 billion—in the list of priorities.

Some 500,000 foreigners as well as 232,000 Saudis will be needed to implement the five-year plan. It is estimated that between now and 1980 foreign manpower in Saudi Arabia will need to be increased by 159 per cent.

It is estimated that the number of managers will have to increase by 77 per cent, professionals by 50 per cent, technicians and semi-professionals by 159 per cent, clerical workers by 288 per cent and semi-skilled workers by 159 per cent.

Mr Peter Chanery, regional officer at the British Council's Middle East department, said it was difficult to predict what Britain's share of the associated projects might be. "It is true to say, however, that the Saudi Arabian government is planning to develop higher education facilities."

## Lower housing standards 'may hit revenue'

A lowering of student housing standards at Liverpool University because of high building costs may lose valuable conference revenue and mean excessive repairs in the future, a report just published by the university's development committee has warned.

The system, now available through out the country, means blind customers can receive regular statements in only a few days longer than the normal service for sight clients. Braille statements have been available from some banks for many years but have taken so long to produce that the information value has been limited.

Under the new technique magnetic tape supplied by the bank is fed into a computer at the university and a special Braille printer produces the batch of statements in minutes. A copy in ordinary characters is also produced so that the blind customer can discuss the statements with his bank.

## Now quicker braille bank statements

A foster technique for producing bank statements in Braille has been developed by Warwick University research unit for the blind. It was originally devised by Dr John Gill, a research fellow at the university, in cooperation with Lloyds Bank.

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## Scientists say power limited on decisions

Most scientists have very little influence over the decisions made in their university departments, according to a recent study by an American sociologist. The decisions they were involved in were nearly always on what equipment to buy.

However, this seemed to matter less to British scientists than Americans, because British scientists were more secure, and led to expect to have a weak voice in departmental affairs.

Dr Jerry Gaston took a sample of high energy physicists and questioned them about who held power in their departments. He found that most thought they had no influence over appointments and promotions. These were usually decided by the head of department.

## Manchester to advertise 32 vacant posts

More than 30 vacant academic posts at Manchester University and four senior chairs at Oxford University are to be filled.

Senior officials at both universities have emphasized that the unfreezing of a few jobs gave no grounds for optimism. Universities were still saddled with stop-gap planning and were desperate to know if the recurrent grant for 1976-77 would allow them any room for movement, they said.

At Manchester, 32 posts are shortly to be advertised. Mr. Vincent Knowles, university registrar, said that its size and its policy of redeploying posts that fell vacant had left the university still full of reserves.

## Debate on equality in education has become warped, says Dahrendorf

by David Walker



Professor Dahrendorf: equality means more of the same.

Lifelong education had no meaning unless the boundaries between work and leisure, between active life and retirement, were redrawn, Professor Ralf Dahrendorf, director of the London School of Economics, said last week.

In the third of Peter Jay's London Weekend Television interviews with modern thinkers, Professor Dahrendorf talked about solutions to the danger of anarchy, the debate over equality and the need for flexibility in modern society.

Education was central to these discussions. Lifelong education was a guarantee that the potential of people was harnessed in a way that offered greater fulfilment and society greater benefit.

The debate about equality had become warped, however. Instead of more educational opportunity being offered, equality had come to mean being offered the same sort of thing.

In response to questions from Peter Jay, economics editor of *The Times*, Professor Dahrendorf elaborated some of the ideas presented in the Roth Lectures he gave last year for the BRC. He suggested ways that society had to be reorganized to preserve the liberty of the individual within the modern bureaucratic state.

Part and parcel of these changes was a "radical" of education. He thought we have made nonsense of the enormous possibilities that exist by having a long period of formal education for some, and a shorter period for many others. But in any case, having a period of formal education in which there is very little involvement in practical things; of then having a period in people's lives in which, on the other hand, they're going to work and indeed, fight for shorter working hours, and fight for better working conditions to be sure, but for reducing this element.

On the other hand we have the leisure time period and while work is quite often over-determined—where people are told too much at their work place—the leisure

period is underdetermined and people are told nothing.

He advocated a kind of voucher system that could be cashed in return for education throughout an individual's life. He praised those with the initiative to take a second job and those who worked after retirement.

Experiments in Sweden had shown that it was not impossible in run mechanized production lines on the basis of a new flexibility of labour. People would have varying responsibilities with a greater commitment to the whole of the product.

He warned to put forward an alternative to a head-on collision between Parliament and the "big bottlenecks", the powerful organizations of modern society.

## News in brief

### Poly offers HND in materials science

A course leading to a Higher National Diploma in materials science is to be offered at Sunderland Polytechnic this autumn. Called HND Metallurgy (Materials), it is believed to be the first HND course in materials science in the country.

The two-year course has taken five years to launch, partly because there had been no suitable validating body. The joint committee for metallurgy has now agreed to validate the course.

### Opinion split on advertising and marketing studies

Attitudes towards education in marketing and advertising are examined in the latest edition of the *Bulletin of Educational Research*, published by Newcastle-upon-Tyne Polytechnic. Mr Jack Slade, head of the polytechnic's graphic design department, looks at the part the two subjects play in undergraduate business courses via a sample of five universities, two polytechnics and two colleges, each with marketing and advertising as part of the curriculum.

He attempted to find out if the universities were primarily concerned with intellectual study rather than vocational ambitions and if public sector colleges allowed vocational considerations to predominate over intellectual development.

His research showed that marketing was felt to be an important aspect of any business course while opinions about advertising as a subject were widely divided.

Teesside Polytechnic and Bradford University, two of the institutions interviewed, felt that advertising was not a subject in its own right at all, while the other colleges admitted advertising was a normal element in such courses, with some reservations.

A request to define the purpose of business studies in an undergraduate course provoked independent views from the colleges and universities. Some outlined the vocational role and others underlined the importance of providing education to degree level.

The London College for the Distributive Trades, Newcastle Polytechnic, Heriot-Watt University and Edinburgh University strongly supported the vocational purpose, while Bradford University and the University of Manchester Institute of Science and Technology gave it a low rating.

At Gordon Mitchell, of Newcastle Polytechnic, said the college was "strongly in favour" of emphasizing the vocational purpose.

### Japanese visit Keele

A party of 45 university administrators from Japan will attend a special course at Keele University on how the university is administered. Their visit is part of a tour of inquiry into university administration which will include visits in France, West Germany, Canada and the United States. It has been arranged by the private universities union of Japan.

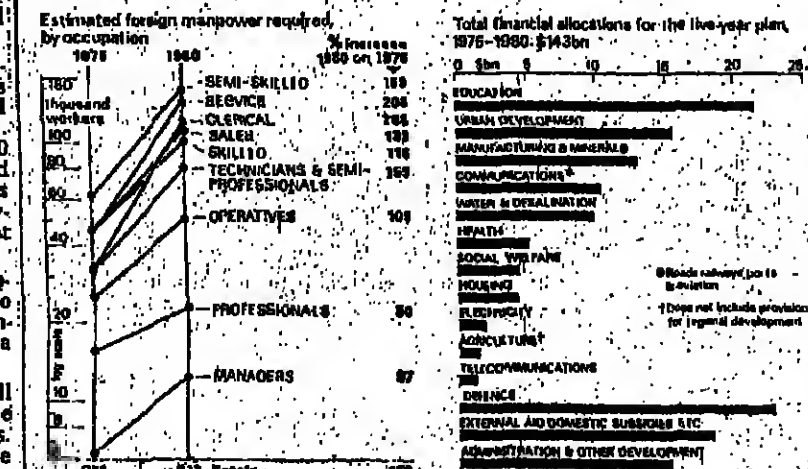
### Building maintenance

A series of seven short courses leading to a certificate in the management of building maintenance will start this autumn at the Polytechnic of Central London. The courses, which are designed specifically for building maintenance managers may be taken individually and as a series. They will last between two and four days.

### Warwick arts centre

The new Arts Centre at Warwick University was financed entirely from private subscriptions, including an anonymous gift of more than £400,000 for the theatre. The centre was therefore wrong what it said last week that it had been financed from the University Grants Committee building programme. The building, financed by the UGC was for social studies, and cost £1.3m.

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## Improve researcher prose styles

Universities ought to provide brief courses to help research workers improve their writing style, according to a recent review of research in early childhood education, published by the Social Science Research Council and the National Foundation for Educational Research.

The review, by Dr Barbara Tizard of the London University Institute of Education, updating an account of research first published last year. It gathers together various suggestions from researchers about how the public and the funding of research might be improved.

Suggestions include a "research interpreter" appointed to translate research ideas into an intelligible form and a research "think-tank" to help researchers communicate their findings effectively.

*Early Childhood Education: A review and discussion of current research in Britain*, £3.15 from the NFER Publishing Company, 2, Jennings Buildings, Thames Avenue, Windsor, Berkshire, SL4 4ES.

## Mixed feelings on graduates in P.O.

While a able graduate usually shines an A-level entrant, doing selection and early career days, the school leaver often has few preconceived ideas to learn and is more ready to accept routine, day-to-day work. Mr Alan Brown, head of the Post Office Appointments Centre, has maintained that the Department of Education and Science publication *Trends in Education*, Mr Brown points out that in terms of promotion there is little to choose between the levels of entry. However, with the A-level entrant having three years' useful work experience behind him at 21, compared with the school leaver at 18, it is a better position for promotion.

He adds that the two entrants are in their twenties, these differences have evened out and opportunities for progression to middle management have opened up to both on the basis of merit.

Mr Brown stresses that a candidate's background counts well below the list when considering promotion prospects.

## The teacher training connection

One of the first detailed histories of the relationship between teacher training colleges and universities has been published by the National Foundation for Educational Research.

The book is the outcome of three years' research sponsored by the Social Science Research Council and covers the antecedent conception and development of the Institutes of Education between 1922 and 1971.

The authors are Mr Derek Humphreys, former head of the department of education at Bristol University, Dr John Fairhurst, a former history teacher at Leeds Grammar School, and Professor Roy Noble, head of the higher education department at the University of London Institute of Education.

## Combined students' union formed at Loughborough

Loughborough University Students' Union and the Loughborough Borough College have combined to form a new students' union. It will represent students from the university, the college of education, the college of art and design and the technical college.

With all Loughborough students now represented by the united union, called simply Loughborough Students' Union, there are plans to build a joint amenities building which will be owned by the union members. About £700,000 worth of seats are available for this building and construction may begin before the end of the year.

Students at Loughborough were represented by one union prior to 1966 when a second union was formed by the university.

## 'European differences hinder recognition of degrees'

by Frances Gibb

The major obstacles to mutual recognition of degrees and diplomas in Europe is that corresponding qualifications often do not exist, according to the Council of Europe's committee for higher education and research.

In a paper on "equivalence of qualifications" the committee says that the organization and content of primary, secondary and tertiary education in Europe vary greatly from country to country. Existing laws and regulations, national and professional levels, national authorities and universities are thus often reluctant to recognize foreign qualifications.

A second obstacle is that national authorities, universities and private employers find it difficult to obtain reliable information of the exact value of the enormous variety of foreign degrees and diplomas.

In addition, certain professions also require their members to have knowledge of particular national laws and regulations. In such cases supplementary examinations cannot easily be abolished.

The problem cannot be solved at one stroke, the committee says. It has therefore decided to concentrate on admission to undergraduate studies and on the recognition of qualifications by universities in Germany, the Netherlands, Sweden and Britain, and are being considered by other countries.

To facilitate mobility, students wishing to go abroad should be equipped with documents on the laws and courses so far taken. It says.

The council has also launched a campaign against degree mills awarding bogus degrees and publishing a list of them.

## 'We did not rebuff Open University on student transfers'

The Standing Conference on University Entrance emphasized this week that it had not "rebuffed" the Open University scheme to allow transfers between OU students and universities (*THE*, August 8, 1975).

Although it had said that it was too early to give any general guidance, the standing conference was by no means trying to discourage applications from Open University students. Mr A. G. Hearnden, secretary of the SCUE, said this week. Schemes for transfer were being kept under review.

A letter to universities from the standing conference says that universities at present fit broadly into three categories: on admission of OU students:

- those which, having had no experience of dealing with applications from Open University students had made no provision;
- those which had attempted to formalize conditions of acceptability of Open University qualifications;
- those which treated such applications individually on their merits or alongside other submissions from "mature" applicants without normal school-leaving qualifications.

In view of the fact that the last is by far the largest category, the Standing Conference considers it too early to give any general guidance on the acceptability of Open University course credits.

## Art gallery opened

The opening of a new art gallery at Lancaster University last week marked the establishment of an arts complex on the campus. The Scott Gallery, built at a cost of £30,000, will be used for exhibitions and conferences.

## PNL student housing

It has been pointed out that only 1,500 students at the Polytechnic of North London will need special housing assistance this autumn; not 4,500 as stated in the article on student housing (*THE*, August 8).

## Public invited to attend undergraduate courses

Seven out of the 10 schools at the University of East Anglia, Norwich, are to allow members of the public to attend selected undergraduate lecture courses from next term. Attendance will be free.

The lectures involved are concerned with the biological sciences, development, studies in European studies, comparative literature, fine arts and music, mathematics and physics, and social studies.



## Sociologists learn to make machines do the work

by David Walker  
Social Sciences Correspondent

The whirring of the crickets on the preso banks at Essex University is being drowned during six weeks of this summer by the sounds rising from the type machines on the computer terminals. Another social science data analysis summer school is under way, enlivening the campus with an international crowd learning how better to use the machines to aid their understanding of the social world.

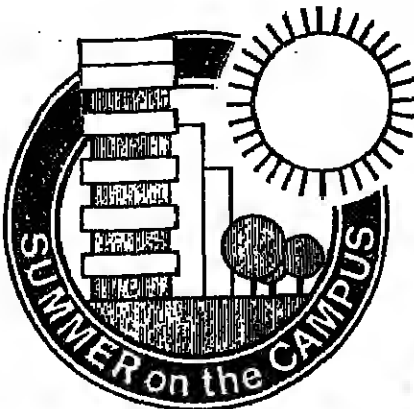
The director of this year's school is Dr Ivor Crewe, who runs the Social Science Research Council survey archive at Essex. Along with colleagues from the departments of government and sociology at Essex as well as members of the European Consortium for Political Research, which sponsors the school, Dr Crewe organized a six week session of lectures and seminars in areas like applied regression analysis, multi-level analysis and graph analysis.

Graph analysis could prove a useful tool for sociologists. Two Dutch scholars have recently developed the technique for looking at how the top men in a country interlock.

About 120 postgraduates, junior researchers and government researchers together with a sprinkling of older men who missed the great explosion in quantitative techniques in recent years have come to the school during July and August to learn more mathematics, statistics and computing and their applications.

They come from several social science areas but it has largely been political science research that supplied many of the problems that prompted a group within the ECPR—the Norwegian Stein Rokken, Richard Rose and his associates at Strathclyde, and the Dutchmen, N. K. Makkink—to push forward the study of quantitative techniques and more rigorous methods of handling data.

Dr Crewe explained: "The impetus came from a younger generation of European political scientists not committed to empiricism versus theory or positivism versus critical thinking but who regarded the collection of data and knowledge about how to handle it as part and parcel



of more rigorous, logical, less amateur, less impressionistic ways of studying social phenomena."

The stage of "data analysis" comes after a survey has been made to find out opinions, and occupations. The Essex summer school is thus distinguished from the annual survey methods school run directly by the SSRC. It is not "official" in the sense that only one of the participants received an SSRC grant for attending.

Dr Crewe and his colleagues are convinced there is a regular place for this kind of additional work done in the vacation. It brings isolated postgraduates together, and gives them confidence to face a computer centre in their home university previously used only by engineers and natural scientists.

The school is an international event. Sponsorship by the ECPR means that each affiliated department of politics can send two of its students by flight money pay the full cost. German, Dutch, Scandinavian and French come in numbers as well as smaller contingents from places like Greece, the United States of America and the Third World.

The postgraduate students tend to come with particular problems they have encountered, say, in their doctorate work. They are looking for some kind of technique that will help them solve it. The organizers hoped such tools would help them take away with them.

Did all this argue for some mathematical education throughout social science courses? Mr Paul Whiteley, a lecturer at the school from Kingston Polytechnic—and one of the few representatives of further education—was not sure. "He said that it was a pity that the social sciences have not taken up the few specific operations a social scientist needed when they were required. The school was aided in this by the lectures given by one of Essex's own mathematicians, Dr David Farlie.

Some social scientists consider there is a danger in all this. Mathematics can be beautiful, even seductive, but the pull towards ever more sophisticated operations away from the gritty reality of the crude problems and data of the practising sociologist or political scientist can be strong.

Dr Crewe said there was some danger that intensive teaching on a particular method of analysis could involve a divorce from "real" concepts, but he argued the joy of the summer school. It could have a concentrated focus, providing lessons and interests to be taken back into term time's hectic problems.

This year's school would be offering a diploma taken over two years, perhaps leading on to a master's degree in social science data analysis.

"I believe a social scientist is uneducated without statistical training," Dr Crewe said. "Such a course must improve his inferential reasoning. You could take a course in methods and never use figures again but the rigour of thought and logic is improved."

Dr Crewe's association with the SSRC Survey Archive has given the school a boost, too, in the shape of a small workshop on electoral behaviour using the material held in the archive run in parallel with the school.

Essex University offers participants in the school not only a flood range of outdoor pursuits and its 204 acres of the parkland but also the strengths of the academics who have made the university a bastion of quantitative methods in the social sciences.

Concentrated mainly in sociology and government—the economists keeping themselves and their own mathematical sophistication to themselves by and large—Essex is one of the major British centres in this field.

## Peter Hennessy at the first brass band summer school

### The north wind doth blow

There is something larger than life about brass bands, an heroic element that transforms listener and player alike.

To describe the sound they make would take the talents of a professional northerner like J. B. Priestley, for the brass band music is a singularly English, above all a northern English phenomenon, evocative of mean streets, racing pigeons and chimney stacks accompanied by pure brass sounds purring forth from grimy Co-op halls.

The brass band movement, like its infinitely less harmonious trade union equivalent, has an abundance of folk heroes and living legends. Several of them were assembled last week at the unlikely surroundings of Lancaster University to officiate at a unique occasion—the convening of the first ever brass band summer school.

Nearly 100 bandsmen and women spent the week on the fringe of the Lake District extending their repertoire and developing the mastery of their instruments. Like an Association of football, Keynesian economics, trade unions and similar mixed blessings, brass bands are a British gift to the rest of the world. (His journals, the *British Bandsman* and the deliciously named *British Mouthpiece* have an international circulation that even the *Times* might envy.)

Norwegians, Swedes and Swiss were in attendance at Lancaster, though sadly there were no Andalusians, which was surprising as brass bands are very much in vogue in those distant parts.

The school was brought together by Brass Band and Related Arts Summer School (BRASS) Ltd., a trust founded last year to "bring brass bands into the open" in the words of Dr Denis McCaldin, Lancaster's director of music. BRASS's list of directors makes very impressive reading, including as it does Sir Charles Groves, Lady Harwood and the greatest professional Yorkshiremen of them all, Mr Harold Wilson.

The idea of a brass band summer school was conceived three years ago by Elgar Howarth, a well-known trumpet soloist and conductor of the crock Grimsby Rovers. Shortly after his appointment at Grimsby, Mr Howarth was asked by Granada television, who sponsor major brass band contests, what if anything the brass band world needed above all. "It seemed to me what was wanted was new, young, conducting talent," he said. "I'm very nearly 40, but I was



Harry Mortimer surrounded by sounding brass.

regarded as an infant prodigy when I was appointed to Grimsby."

There were 13 student conductors at Lancaster doing "a spot of waggling" under Mr Howarth's phrase, under the watchful eye of the avuncular Sir Charles Groves of the Liverpool Philharmonic and the genial Roy Newsome of Black Dyke Mills.

Conductors must have a natural gift, said Sir Charles, "though it can be developed their technique and ear. It's so much a matter of knowing how to get the best out of people, which cannot be taught really." But he made a valiant attempt, correcting the young conductors in the nicest possible way.

"Do it with swagger!" he exhorted one young man having a crack at Gilbert and Sullivan's *Lohengrin*.

The young musicians waxed lyrical about their week in Lancaster; 25-year-old Albert Sloan, a Salvation Army bandmaster from Port Glasgow who studied for three years at the Scottish Academy of

Music, spoke of the delights of playing alongside dedicated musicians. There were no passenger at Lancaster, he said.

Bandsmen often talk of the social side of their calling, the precious sense of belonging to a team. "Even if you're not a very good player, feel important," said Mr Sloan. "In brass bands are part and parcel of a sense of community that endured intact in large tracts of industrial Britain until the planners and the sociologists got their hands on them."

The crowning event of the week was a concert in Lancaster's Great Hall. The programme included Elgar, Rossini, Finck, Corbelli and Beethoven's magnificent, cornet solo "Napoli", whose melody has inspired a chums and vulgar literature. It was a fitting climax to a seminal week.

Under the honours of Sir Charles Groves and the immortal Harry Mortimer, the 100 Londoners gave their best—all spirit, puff and bravura.

## Frances Gibb on the Gavin report on Open University academic staffing

### £13m rise in OU spending by 1984

The annual average cost of a student at the Open University in 1984, when it reaches its target of 87 full courses, will be £375, according to the Gavin report on academic staffing published last week. This is estimating a student population of between 60,000 and 65,000.

At other universities the annual cost per student ranges from £1,160 at Bath to £2,405 at London (THE, July 25).

The report was produced by a joint working party of the Department of Education and Science and the OU, with the aim of examining the university's requirement for academic staff and to seek to establish criteria by which future requirements for such staff might be assessed. The chairman was Dr M. R. Gavin, former principal of Chelsea College of Science and Technology.

The breakdown of the expenditure in the steady state situation of 1984, with 87 full courses and assuming an increase in student numbers to 65,000, would be: central academic facilities, 20.3 per cent; regional and central academic support, 15.7 per cent; general services, 13.7 per cent; institutional services, 12.1 per cent; and direct student costs, 19.1 per cent.

The proportion of each of these sections, going on student costs, course-related costs and overheads, is roughly 50 per cent on student costs, 25 per cent on course costs and 25 per cent on overheads, the report says.

But to reach this steady state (which implies only a fixed number of courses, not of students), the university will have to increase its

academic staff by some 50 per cent. To reach its target of 87 full courses by 1984, full time academic staff at Milton Keynes must be increased by at least 100, to 331, and possibly up to 370.

The present staff/student ratio, counting 5,300 part-time staff as equivalent to one-third of full-time staff, of which there are 470, is about 1:63, compared with about 1:8 at other universities.

The cost of such an increase in staff, based on the average academic cost by faculty in 1975, will be between £3,143,000 and £3,817,000, the report estimates. The proportion of the OU's budget spent on academic staff will remain constant at about 28 per cent, however, between now and 1984.

Annual expenditure is estimated to increase from its present £11m to between £24m and £28m with a student population of between 60,000 and 65,000.

Full courses of the university total 43, with 12 planned for next year. Students are unable to teach honours degrees level in some subjects, notably science. The distribution of the 43 is: arts nine, social sciences eight, educational studies four, mathematics six, science six, technology six. Four other courses "straddle" more than one faculty.

The final allocation of courses per faculty in 1984 would be: arts 16, social sciences 17, educational studies 10, mathematics 10, science 13, technology 15, and university courses (which are interdisciplinary), four.

On regional staff, who presently number about 173 (full-time), the

report suggests additional provision will be necessary. It accepts that such an amount might be £200,000.

It notes that regional staff, as with faculty staff, have been overloading. "For the purposes of this exercise, it is assumed that the estimates underestimate the total number of staff tutors and their counsellors by 20 per cent."

Apart from the need to produce the 87 full courses, one main reason for the proposed increase in academic staff was that they had insufficient time for research. The report recommends a readjustment of productivity targets, which are based on the number of weekly student work units a staff member produces.

It urges more use of outside consultants in producing course materials. The OU should try to build on this to improve the overall productivity of academic staff. Teaching time is about 50 to 60 per cent of time available, compared with 42 per cent at other universities, the report notes. It is difficult to conceive that, on average, research will ever exceed the 30 per cent level in other universities, as shown by the comparison of a vice-chancellor's typical inquiry into the use of academic staff time.

Other recommendations include the OU's staff complement should be considered for full-time posts by the regions should continue to be related to student numbers. The OU's staff complement should be changed so that the ratio of senior to junior full-time academic staff should remain, as at other universities, at 4:6.

## Don's diary

### An odd way to make a living

Monday

Four hours (there and back) in train to London for one hour discussion with vice-chancellor colleagues on problems with Research Council funding in the universities. It seems grossly inefficient (the journey, I mean) but I get three hours' work and reading done in the train which is certainly more than I would in my office.

Do some simple arithmetic on the 1957 Willink Report which persuaded the Government of the day to cut entry into medical schools by 10 per cent, and wonder for the hundredth time why an intelligent chap like Crowther-Hunt in lauding the virtues of manpower planning should give the training of doctors and the training of teachers as examples; two total disaster areas if ever there were.

Wonder why no social scientist has written a comprehensive account of why we got both so appallingly wrong when we could not find simpler examples to plan. Wonder why it is that with such new issue of the *British Rail Times* the train has got just a little bit slower, view the introduction of the Advanced Passenger Train with grave disquiet.

Read (in a review of the latest issue of the *Journal of the Club of Rome*) I have been in the field of social simulations for five years and I believe (the authors) that a counterintuitive result is a bad simulation. So there we are, folks, gutfeeling is the prophylactic against the bad trip.

Conclude reluctantly that the language in this example is not quite up to that found by Christopher Ricks in an American book on death—"these clergymen who favoured a 'meaningful integrative' approach (helping the bereaved to integrate the death event into a cognitively meaningful structure)". Ricks is glad that I am in the field of social dissimulation.

Tuesday

A work-day with meetings on all sorts of things including one on latest position on frozen vacations, now running at 8 per cent for the academic staff. Another way to run a thriving institution (even though we weren't included in Bob Hunter's "centres of excellence")!

Wednesday

The university is pretty well the only occasion in the year when I see that my colleagues, of all kinds, have families: always somewhat surprising. My own (one-year-old) son runs true to form by trying to argue the toss with a roundabout, which promptly knocks him down: a truly confrontational learning situation, you might say.

Slightly disturbed, in a paralytic kind of way, to be told that one of the cockroaches in the cockroach races has been named after me. Is this wholly unconnected, I wonder, with the fact that the two professors running the races are in the medical school?

Thursday

London again, to help Dermot Christopherson present the vice-

chancellor's "green paper" on postgraduate education in the press. His initial expository statement made in a modestly fashion, as was his batting and fielding of journalists' questions. One splendid moment when journalist asks him was he surprised at a particular recent ministerial statement. "Yes," he says, and that's all. "Always a bit disconcerting to be given a direct answer to a direct question" the journalist mutters.

Then to take part in a meeting of the whole committee (of vice-chancellors) to meet Fred Milley and Crowther-Hunt. The vice-chancellors on this occasion present extremely well all the essentials of the ministerial case and the really serious difficulties we now face, but one could not honestly say that a meeting of minds had taken place.

All this confirms the belief that has been fairly rudely forced on me in the last year or so that the universities have a really massive job of public education to do, at all levels. We aren't very well suited for it and it will take up a lot of time, but it is a job which has to be done. Perhaps we should produce a tastefully glossy annual report. The ad-man cometh and the spirit shrinks.

But perhaps the simple explanation of the case may not be enough. One who was in Prague when the Russian tanks moved in told me that the Czechs, who had regarded the Russians for 20 years as their allies and friends, believed that it was all simply a misunderstanding, and that once explanations had been taken place everything would be all right again. Well, they were wrong; and I think it would be a mistake on the part of academics to underestimate what an uphill task we now all face.

Read in the train for the umpteenth time A. E. Housman's 1932 "Introductory Lecture" at University College London, perhaps the best defence of scholarship ever written. What an absolutely marvellous prose style Housman has! Little did I believe that I would find in him one of his better phrases—"the archaisms of 'divine vengeance'" though Housman was referring to the Bodleian while Powell had something quite other in mind.

Such are the times we live in that one has to be careful about that word scholarship ("please adjust your word before using"). I suppose we are not quite at the point yet where we have to take seriously Johnson's description of the scholar's fate!

"Toil, envy, want, the patron and the jail!"

Not many of the academics I have known have ended up in jail, and then it was usually for a crime of conscience; but toil and want and envy are still problems, even though the Patron has now become the People.

Friday

Catch up with the week's work so that I shall be in reasonably good shape to get back on the treadmill next week. Finish dealing with the 68 letters that have come in this week, mercifully fewer at this time of year.

Saturday

Out in cottage in the Black Mountains and, as I watch a kestrel working on a mouse, I wonder (can I learn anything from him?). Reflect that that was the week. Typical? Well, not quite; because there were no formal university meetings since we are in "vacation". Constructive? On balance, yes is the slightly dazed answer. Some problems solved for some people, some created for others. Some small steps taken in preventing a number of dangers which have begun to appear on the universities' horizon, and some constructive moves on the research front.

But it's an odd way to earn a living.

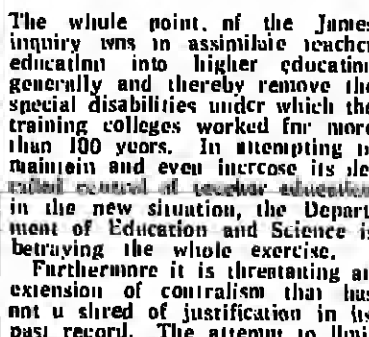
Alec Merrison

Dr Merrison is vice-chancellor of Bristol University.



"The so-called planning of doctors' education has ensured a national shortage of them: the planning of teacher supply has been a farce."

## 'Many will be told they can take a course provided it is useless'



ERIC E. ROBINSON

The whole point of the James inquiry was to assimilate teacher education into higher education generally and thereby remove the special disabilities under which the training colleges worked for more than 100 years. In attempting to maintain and even increase its educational status, the Department of Education and Science is betraying the whole exercise.

Furthermore it is threatening an extension of centralism that has not a shred of justification in its past record. The attempt to limit the number of students in every college in the country is wrong in principle as well as in detail. It should be frustrated and it should not be difficult to unite universities, local authorities, the teachers and the students to this end.

The DES is to clash with the success of its policies for the colleges of education. Opposition in them has generally failed because it has been conservative, misdirected and unrealistic. Radical change is necessary: there must be mergers and closures of student numbers in teacher education courses must decline. Only if we accept all this are we in a position to be effectively critical of present policies.

Only then can we check the abuses of 1972 and add that we are assuming the proportions of a major scandal.

The Secretary of State has especially strong powers in teacher education because Parliament considers it necessary to have strong central powers to ensure an adequate national supply of school teachers. If the Secretary of State attempts to use these powers for other purposes he is abusing them.

At the present time he is attempting to use them as an instrument of general higher education policy. He ought not to do it and it is no part of his duty to do it.

There is a case for gearing higher education policy to a policy for ensuring a supply of highly skilled man and woman power. The greatest single fault of the Robbins report was its casual dismissal of this case, coupled curiously with a lack of acceptance of it in certain fields: those in which it was already established, notably medical and teacher education.

The Robbins doctrine, still the basis of national policy, was to provide higher education for those able to profit from it, regardless of subsequent employment prospects. While astonishingly maintaining this policy the DES is steadily extending the vocational fields in which it attempts to limit student numbers by quota based on manpower demand. The bastard policy that this implies has a consequence that must not be denied explicitly.

When the DES looks up its estimates of the need for places, based on identifiable manpower needs, it arrives at a total considerably less than the number of places based on the minor concept of that of student demand for places. The ultimate consequence of this is that the prescription of a limited number of places with clear vocational objectives, the remaining students will be told that they can have a higher education on the condition that it is not directed to a vocational end.

To put it more starkly, many students will be told that they can take a course provided it is useless.



ERIC E. ROBINSON

ensured a national shortage of doctors. The planning of teacher supply since the war has been a farce; the department has without exception always been wrong, obdurate numbers and about curriculum.

There is no available evidence that the people who make the effective decisions about courses are competent to make them but there is much contrary evidence coupled with a long track record of wrong decision and unenviable achievement.

Their basic failure is a misunderstanding of the role of government and administration, which is not to make detailed local decisions but to establish policies and incentives which command respect.

The simplest thing the department can do to establish respect is to stop telling colleges what they cannot do and to start telling them what they can do; and even more important to tell them for what positive actions they will get some help and some encouragement.

Two other things would help: an indication that quality of achievement would earn some recognition and some assurance that decisions given by the department would be consistent with the public statements of ministers.

The resolution of the dilemma posed by the concepts of student demand and manpower demand was provided by James. It was, closely limited, vocational education, which was blundered and more generic the problem would be greatly reduced and there would be positive vocational benefits; if the education of teachers were valid as a generic education for other types of employment and if other forms of higher education had a higher generic vocational value the problem would be less critical.

If we conceive of the education of teachers, doctors, social workers, administrators and engineers in a narrow technical way, that is, closely limited by existing practice and prejudices in the professions, we have two problems. We inhibit professional flexibility and adaptability and we have to gear supply closely to professional demand.

A doctor or teacher too narrowly trained is a blinkered animal and is fit to do no other job. If we change the curriculum to remove the blinkers we not only produce, conceivably, better doctors and teachers, better able to relate their work to the rest of the community; we also produce people better able to adapt themselves to other jobs. Then the possible oversupply of doctors and teachers is less problematic.

I would go further. If we not the education of doctors and teachers right in this sense they would be more valuable in other work than their original training. The education lobby has opposed the Government's policy on teacher education places on the wrong grounds; it has been too ready merely to play the numbers game and has failed to challenge the rules. The starting point of the challenge to the profession should be that it will be a national disaster to have too many qualified teachers in 1985 or 1990.

On the contrary, if their education is well planned they could be a much greater asset to industry, commerce and the public service than many of the purely academic and liberal arts graduates that the department is constraining us to







# NOTICE BOARD

## Appointments

**Universities**  
**Brunei**  
 Professorship: Professor L. D. Gillies, Vice-Chancellor; Professor J. O. Jeffries, Lecturer; R. G. A. Housling, D. S. H. Housling (economics); H. B. Housling (social administration); P. A. Gies (German politics and comparative politics); Dr. J. T. E. Richardson (psychology); E. Burton, S. W. Woulgar (sociology and social anthropology); P. E. Clump (building technology).

**Cranfield Institute of Technology**  
 Visiting professor: D. C. Conon (twisted construction).

**University College, Dublin**  
 Honorary lecturer in Celtic Studies 1975-76: Professor R. A. Almqvist.

**General**  
 Professor J. G. D. Clark, professor

## Polytechnics

of archaeology, University of Cambridge, has been appointed trustee of the British Museum as the nominee of the Society of Antiquaries.

**Central London**  
 Academic registrar: M. Orr.

## Chairs

Mr John Hare formerly senior lecturer at the University of Kent, has been appointed to the newly created chair of law and head of department at Brunel University from September 1. The personal title of professor has been conferred upon five members of staff at Brunel University: M. C. Davies (French); H. Crystal (linguistic science); P. H. Matthews, R. C. Newman (physics); G. C. Lepshy (Italian).

Professor A. Millett of present professor of education at the new University of Ulster has been appointed emeritus professor of the university.

Mr A. J. Eccles, senior fellow and senior lecturer in business environment in the Manchester Business School, has been appointed to the new chair of business policy in the University of Glasgow.

The Institute of Mathematics and its applications is organising a conference on "Mathematics in the Human Sciences" on September 23-24 at the Mathematical Institute, Oxford. The aim of the conference is to explore the complex interrelationships between the human condition and the ever changing variety of environments. The conference will interest those concerned with the quantitative approach to interdisciplinary problems of the organization of human society. Application forms from the Secretary and Registrar, the Institute of Mathematics and its Applications, Maitland House, Warbler Square, Southend-on-Sea, Essex SS1 2JY.

## Forthcoming events

"Energy Conservation and Building Design" a residential symposium will be held from September 17-19 at Huddersfield Polytechnic. Organized in collaboration with the University of Newcastle-upon-Tyne, the symposium will include lectures, seminars, and group discussions on energy conservation, energy saving measures and all those concerned with the built environment. Speakers include Robert Clayton, Professor Miles Dooly, Professor Alan Hargreaves and Alan McKillop. Fee £25 (includes accommodation and meals). Further details from: Department of Architecture, School of Architecture, Huddersfield Polytechnic, Huddersfield HD1 3DH.

## Course news

A short postgraduate course on the basic principles of timber will be held on successive Mondays from October 7 at the Imperial College of Science and Technology, Prince Consort Road, London SW7 2BZ. The course is suitable for graduate foresters, engineers and architects specializing in timber as a structural material. Fee: £10.00.

A one-week post-experience course on the introduction to polymer engineering and science will be held at the Imperial College of Science and Technology from September 28-October 4. The course is designed for those with little or no programming experience to approach the solution of problems with the aid of a personal computer. Basic principles will be studied and the Fortran language will be introduced by means of lectures and tutorials. Fee: £20.00.

A short postgraduate course, also to be held at Imperial College, on Fortran IV programming will commence on September 22. It lasts five days and is designed to enable those with little or no programming experience to approach the solution of problems with the aid of a personal computer. Basic principles will be studied and the Fortran language will be introduced by means of lectures and tutorials. Fee: £20.00.

The Faculty of Laws at University College London is holding a sessional course in law and space law from October 1975 to 1976. Part One of the course deals with general principles of air and space law; introduction, institutions and organs for the creation and administration of air and space law and aspects concerning international air law in time of national emergency and war. Part Two covers selected problems at a more advanced level: international air law, air transport agreements, and international cooperation and control in outer space. Fee: Part I, £25; Part II, £25. Further details: 146, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

A two-term part time course on educational measurement will be held at the University of Reading School of Education, Reading, RG2 2AA. The first term is devoted mainly to descriptive statistics and their application to the standardization of work samples. The second term is concerned with statistical inference and discussion of the most useful techniques required in educational research. The course is organized by Dr. R. Morrison, director of the Educational Measurement Research Unit, University of Reading School of Education, Reading, RG2 2AA. Further details from: School of Education, University of Reading, Reading, RG2 2AA.

## American news



## Cuts threaten New York closure

Mayor Abe Beame of New York has announced a \$32m cut in the City University of New York's budget for the next year as part of a drastic attempt to save New York from bankruptcy.

The University's Board of Higher Education says that its curtailed budget will amount to \$87m less than it needs to meet the increased costs for fuel and supplies, salary increases required under existing labour agreements and an increase of 9,500 students over last year.

Presidents of the CUNY colleges said before the cut was announced that in the event of any such austerity measure they would recommend a temporary closure of the university.

The City University traditionally charges no tuition fees and since 1970 has operated an "open admissions" policy, admitting all New York City high school graduates. Despite its economic difficulties, CUNY will carry on providing free tuition to all undergraduate students resident in New York State.

The Centre for Advanced Land Use Studies is holding a residential course, "Planning and Development of the Suburbs", in association with the Estate Agency Committee of the Royal Institution of Chartered Surveyors, to be held at the University of Reading, from September 19-21. Subjects covered will be elementary surveying, relating to estate agents' work, and the use of the computer in land use studies.

The Polytechnic of Wolverhampton is running a series of residential courses for computer programmers in September. The first, an introductory course, is for beginners and the second, on COBOL, programming for beginners with some knowledge of computers. The third course, from September 26-28, is for programmers who wish to write or upgrade PL/AL. The fourth course, for the ICL 1900 series of computers, will run from September 29-30. Further details from: The Polytechnic of Wolverhampton, Wolverhampton, WV1 1LJ.

A three-week course on "Medical Education: The Design and Implementation of a Medical Curriculum" will be held at the University of Dundee, from September 4-26. This course is sponsored by the World Health Organization and is unique in that it is the first course designed around a computer-based curriculum to be mounted in the United Kingdom. Further details from: The Director, Centre for Medical Education, The University, Dundee DD1 1JY.

## Republic of Ireland

## Dons' union attacks 'red tape' control

from Penny Barlow

**DUBLIN**  
 The need to protect universities from bureaucracy is a top priority, according to the reaction of the Irish Federation of University Teachers to the government's higher education proposals of last December.

The federation says that public accountability and responsibility should not be confused with what it calls bureaucratic control: the need to justify, for example, appointments, small items of expenditure and short-term academic developments.

The federation argues that this kind of control would stifle initiative and threaten academic freedom. It notes that the right to teach according to a teacher's own concept of the truth is of particular importance.

The federation therefore favours independent university status for University College Cork, University College Galway and Maynooth, and eventually for the National Institutes of Higher Education in Limerick and Dublin. Meanwhile it thinks that the National Council for Educational Awards is the appropriate body for validating courses in the national institutions.

On the general question of co-ordinating higher education, the federation says it is satisfied with the Higher Education Authority, the Conference of Irish Universities and the National Council for Educational Awards. It rejects the idea of a Central Board to coordinate medical facilities between University College, Dublin and Trinity College, and sees no point in the proposed joint science faculty between them.

The federation argues that rationalising small faculties, or concentrating certain subjects in one institution, should only happen if there are overwhelming economic reasons. It says that to strip the universities outside Dublin of small facilities would make them less attractive to students.

Governments plans to fix the number of members on governing bodies are opposed for being too restrictive. The federation suggests upper and lower limits of 35 and 25 for both governing bodies and the academic authorities.

Membership of the governing body should include the president or provost as chairman, some other elected officers, representatives from all levels of academic staff, at least two students, and representatives of the non-academic staff. Academic authorities should include relevant teaching staff and students.

The federation suggests setting up a board of visitors, with two judges of the High or Supreme Courts, and one other elected by the university bodies, or appeals on important decisions of other university bodies.

**South Africa**  
**New bio-medical centre planned**

The South African Council for Scientific and Industrial Research is to build a new centre for bio-medical research on a site near Cape Town at an estimated cost of R2m.

The centre will consist of a complex of three institutes. One will be the National Institute for Electronic Research, another the National Institute for Bio-statistics, and the third the National Institute for Medical Literature.

**India**  
**UGC boosts applied research**

The University Grants Commission has set up a research council and a number of panels to promote research into the applied sciences. The commission admits that its support for such research has "so far been inadequate". But it says it hopes to make amends during its fifth plan between 1974 and 1978.

It has already decided to back 329 projects, including the use of oxygen by air-breathing Indian fishes, the molecular biology of the human relationship, and the link between dietary protein and the metabolism. The commission will also give development grants to scientific institutions.

Researchers will be given awards, fellowships and associations for specific projects, for three years, with an option of another two. Some money might be available to help researchers publish monographs.

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## Editorial conference

Spurt? In the *THES*? OK, it's August and they're all on holiday busy selling themselves to the Arabs — but you must be joking. Can't we do something about the building programme, or manpower planning, or the binary system, or the wickedness of the DES, or overhead projects as an aid to better lecturing? Nobody said anything on those last week.

Sex at Open University summer schools — that would make a light August piece. ... But Denis Howell did make that statement about universities as centres.

If it's that bad, surely we could do something foreign. There's those reforms in Sweden. Sweden's doing it already. Crompton-Hunt, or something like that. Or what about the International Association of Universities conference in Moscow? We said last week that there were going to be 1,000 senior university academics and administrators taking part. And they're discussing the approach of the Twenty-first Century. We write about that nearly every week.

Yes, but they're discussing "Higher Education and Problems of Economic and Social Development" and "Universities and Innovations within Higher Education". We write about them nearly every week.

What about women then — we had all those reports last week from Korea, Sweden, France, New Zealand and the United States. ... Leaders of the 20, or 25, or 30, or 40, or 50, or 60, or 70, or 80, or 90, or 100, or 110, or 120, or 130, or 140, or 150, or 160, or 170, or 180, or 190, or 200, or 210, or 220, or 230, or 240, or 250, or 260, or 270, or 280, or 290, or 300, or 310, or 320, or 330, or 340, or 350, or 360, or 370, or 380, or 390, or 400, or 410, or 420, or 430, or 440, or 450, or 460, or 470, or 480, or 490, or 500, or 510, or 520, or 530, or 540, or 550, or 560, or 570, or 580, or 590, or 600, or 610, or 620, or 630, or 640, or 650, or 660, or 670, or 680, or 690, or 700, or 710, or 720, or 730, or 740, or 750, or 760, or 770, or 780, or 790, or 800, or 810, or 820, or 830, or 840, or 850, or 860, or 870, or 880, or 890, or 900, or 910, or 920, or 930, or 940, or 950, or 960, or 970, or 980, or 990, or 1,000, or 1,010, or 1,020, or 1,030, or 1,040, or 1,050, or 1,060, or 1,070, or 1,080, or 1,090, or 1,100, or 1,110, or 1,120, or 1,130, or 1,140, or 1,150, or 1,160, or 1,170, or 1,180, or 1,190, or 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Colleges of Education  
Colleges of Further Education

Colleges and Departments of Art  
Administration Overseas  
Government Industry  
Adult Education  
Librarians  
General Vacancies

## Appointments wanted

Other classifications  
Announcements  
Exhibitions  
For Sale and Wanted Courses  
Holidays and Accommodation  
Typing and Duplicating

## Universities

### The British Council

Invites applications for the following posts:

#### English Instructor (Qatar)

Faculty of Education, Doha  
Degree in English with postgraduate TEFL qualification and experience.  
Salary: £5,110-£6,307 pa, tax free.  
Benefits: free furnished accommodation; car allowance; free medical service; passage-paid annual home leave. Three-year contract, renewable. 75 AU 21-22

#### Lecturers in English (Morocco)

Mohammed V University, Rabat  
Masters degree essential, Ph.D. desirable. Some overseas experience. Proficiency in French.  
Salary: 2,800 Dhs-3,200 Dhs per month (£3,864-£4,404 approx. at present rate of exchange).  
Benefits: installation grants. Two-year contracts. 75 CU 102-108

#### Lecturer in English (Togo)

Department of English, University of Benin, Lome  
Special responsibility for Economics students or for applied linguistics. Degree: overseas TEFL/TEFL experience; knowledge of French essential. Preferred age 30-50.  
Salary: £3,385-£4,264 pa, tax free.  
Benefits: free accommodation; overseas and children's allowances. Two-year contracts, renewable. 75 HU 50, 51

#### Lecturer in English (Gilbert & Ellice Is.)

Tarawa Teachers College  
Graduate or trained teacher, qualified in Applied Linguistics. Substantial ELT experience. UK citizen.  
Salary: £2,798-£5,757 pa.  
Benefits: terminal gratuity; education allowance; government accommodation; medical benefits. Two or three year contract, renewable. 75 UT 3

Return fares are paid. Local contracts are guaranteed by the British Council.

Please write, briefly stating qualifications and length of appropriate experience, quoting relevant reference number for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1V 2AA.

### Centrale Interfacultele Universiteit van Amsterdam

The Department of Philosophy of the University of Amsterdam invites applications for the full-time

### professorship in ancient philosophy

The tasks of the future professor will consist of:

- teaching of undergraduate and graduate students of philosophy and of classics;
- research.

Candidates are expected to satisfy the following conditions:

- he/she will primarily be a philosopher and moreover will he/she dispose of a thorough knowledge of philology and general history;
- his/her expertise will extend to the later-ancient thinking and he/she will be able to connect ancient philosophy with post- and medieval thinking;
- he/she will be able to relate ancient philosophy to modern and contemporary philosophical problems;
- he/she will be willing to contribute to the well-functioning of the section history of philosophy of the philosophy department.

The intention is that he/she will also be appointed at the Faculty of Arts.

Those who wish to apply, and those who want to draw the attention to suitable candidates, are invited to submit full particulars, before October 1, 1975, to "the Chairman of the Appointment Committee", c/o Centrale Interfacultele, University of Amsterdam, Roetersstraat 15, Amsterdam, The Netherlands.

### UNIVERSITY OF SALFORD ADMINISTRATIVE ASSISTANT

Applications are invited from candidates who possess a degree or an equivalent professional qualification for the above post in the Estates and Buildings Division of the Registrar's Department. The post calls for drive and initiative in handling the administrative work associated with various projects, including the compiling and presenting of reports, the following through of ideas and schemes, and attendance at meetings, some committee work and general involvement in the administration of the Division.  
Salary according to qualifications and experience, within the scale £2,270 to £6,000 p.a. (a scale of £1,000 below the £1,000 scale of the University of Salford).  
Further particulars are obtainable from the Registrar, University of Salford, Salford M6 6PU to whom applications should be sent by 1 October 1975.

### CANTERBURY UNIVERSITY OF NEW ENGLAND ADMINISTRATIVE ASSISTANT

Applications are invited from candidates who possess a degree or an equivalent professional qualification for the above post in the Registrar's Department. The post calls for drive and initiative in handling the administrative work associated with various projects, including the compiling and presenting of reports, the following through of ideas and schemes, and attendance at meetings, some committee work and general involvement in the administration of the Division.  
Salary according to qualifications and experience, within the scale £2,270 to £6,000 p.a. (a scale of £1,000 below the £1,000 scale of the University of Salford).  
Further particulars are obtainable from the Registrar, University of Salford, Salford M6 6PU to whom applications should be sent by 1 October 1975.

### Universiteit van Amsterdam

At the Amsterdam University there is a vacancy for a

### lector in medical sociology

Salary from / 4992,- to / 7172,- per month.

Description of tasks:

- The study of relations between society, causes of illness and the structure and functioning of health service in the macro-sociological aspects of these problems;
- The study of the developments of health care, placed in its social, political and economic background.

Duties:  
Teaching and research (the last also in collaboration with students) for:  
a. the subfaculty of sociology  
b. interfaculty student workgroups  
c. the subfaculty of medicine (in cooperation with the institute of social medicine and the institute for general practice).

The lector must be willing to give 1/6 of his/her time to administration. He/she will be located at the Sociologisch Instituut. He/she must have knowledge of the Dutch language or must be willing to learn Dutch.

Applications, accompanied by curriculum vitae and list of publications must be sent within one month after appearance of this paper to: Dr. E. Tellegen, Sociologisch Instituut, Kruis Spinhuissteeg 3, Amsterdam.

### AUSTRALIA UNIVERSITY OF NEW ENGLAND VISITING POSITION IN PHILOSOPHY

Applications are invited for a visiting position in the Department of Philosophy for the period 1976-77. The salary will be £4,000 p.a. (plus £1,000 p.a. for travel and other expenses). The position is for a full-time post, with a minimum of 10 weeks' work. The successful candidate will be expected to give lectures, supervise students, and engage in research. The position is open to holders of a Ph.D. degree in Philosophy or a related discipline. Applications should be sent to the Department of Philosophy, University of New England, Armidale, New South Wales, Australia.

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## Universities continued

### AUSTRALIA

#### UNIVERSITY OF SYDNEY

##### CHAIR OF PHYSICS

Applications are invited for a full-time position in the Department of Physics. The successful candidate will be expected to give lectures, supervise students, and engage in research. The position is open to holders of a Ph.D. degree in Physics or a related discipline. Applications should be sent to the Department of Physics, University of Sydney, Sydney, New South Wales, Australia.

##### FACULTY OF ARTS

##### LECTURER IN LITERATURE

Applications are invited for a full-time position in the Department of Literature. The successful candidate will be expected to give lectures, supervise students, and engage in research. The position is open to holders of a Ph.D. degree in Literature or a related discipline. Applications should be sent to the Department of Literature, University of Sydney, Sydney, New South Wales, Australia.

##### FACULTY OF LAW

##### SENIOR LECTURER IN

##### LECTURE

Applications are invited for a full-time position in the Department of Law. The successful candidate will be expected to give lectures, supervise students, and engage in research. The position is open to holders of a Ph.D. degree in Law or a related discipline. Applications should be sent to the Department of Law, University of Sydney, Sydney, New South Wales, Australia.

##### AUSTRALIA

##### LA TRIBE UNIVERSITY

##### LECTURER IN

##### LECTURE

Applications are invited for a full-time position in the Department of Literature. The successful candidate will be expected to give lectures, supervise students, and engage in research. The position is open to holders of a Ph.D. degree in Literature or a related discipline. Applications should be sent to the Department of Literature, La Tribe University, La Tribe, New South Wales, Australia.

##### AUSTRALIA

##### UNIVERSITY OF NEW ENGLAND

##### TEACHING FELLOWSHIP IN

##### LECTURE

Applications are invited for a full-time position in the Department of Literature. The successful candidate will be expected to give lectures, supervise students, and engage in research. The position is open to holders of a Ph.D. degree in Literature or a related discipline. Applications should be sent to the Department of Literature, University of New England, Armidale, New South Wales, Australia.

##### AUSTRALIA

##### MONASH UNIVERSITY

##### DEPARTMENT OF PATHOLOGY

##### POST-DOCTORAL RESEARCH

Applications are invited for a full-time position in the Department of Pathology. The successful candidate will be expected to give lectures, supervise students, and engage in research. The position is open to holders of a Ph.D. degree in Pathology or a related discipline. Applications should be sent to the Department of Pathology, Monash University, Melbourne, Victoria, Australia.

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Applications are invited for a full-time position in the Department of Pathology. The successful candidate will be expected to give lectures, supervise students, and engage in research. The position is open to holders of a Ph.D. degree in Pathology or a related discipline. Applications should be sent to the Department of Pathology, Monash University, Melbourne, Victoria, Australia.

##### AUSTRALIA

##### UNIVERSITY OF SYDNEY

##### CHAIR OF CLINICAL

##### OPHTHALMOLOGY

Applications are invited for a full-time position in the Department of Clinical Ophthalmology. The successful candidate will be expected to give lectures, supervise students, and engage in research. The position is open to holders of a Ph.D. degree in Clinical Ophthalmology or a related discipline. Applications should be sent to the Department of Clinical Ophthalmology, University of Sydney, Sydney, New South Wales, Australia.

##### AUSTRALIA

##### MONASH UNIVERSITY

##### HIGHER EDUCATION

##### ADVISING AND RESEARCH

Applications are invited for a full-time position in the Department of Higher Education. The successful candidate will be expected to give lectures, supervise students, and engage in research. The position is open to holders of a Ph.D. degree in Higher Education or a related discipline. Applications should be sent to the Department of Higher Education, Monash University, Melbourne, Victoria, Australia.

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**Universities continued**

**NEW ZEALAND**  
VICTORIA UNIVERSITY OF WELLINGTON  
Applications are invited for the following appointments:  
1. **LECTURER IN BIOLOGY**  
A full-time position in the Department of Biology. The successful candidate will be responsible for teaching and research in the field of biology. A Ph.D. is essential. Salary is negotiable. Applications should be sent to the Registrar, Victoria University of Wellington, P.O. Box 600, Wellington, New Zealand.

**PAPIA NEW GUINEA**  
UNIVERSITY OF TECHNOLOGY  
CHAIR OF LANGUAGE SCIENCE  
The University of Technology, Papia New Guinea, is seeking a candidate for the Chair of Language Science. The successful candidate will be responsible for teaching and research in the field of language science. A Ph.D. is essential. Salary is negotiable. Applications should be sent to the Registrar, University of Technology, Papia New Guinea.

**UNIVERSITY OF PAPUA AND NEW GUINEA**  
PORT MORESBY  
Applications are invited for the following appointments:  
1. **LECTURER IN BIOLOGY**  
A full-time position in the Department of Biology. The successful candidate will be responsible for teaching and research in the field of biology. A Ph.D. is essential. Salary is negotiable. Applications should be sent to the Registrar, University of Papua and New Guinea, Port Moresby.

**PAPIA NEW GUINEA**  
UNIVERSITY OF TECHNOLOGY  
CHAIR OF LANGUAGE SCIENCE  
The University of Technology, Papia New Guinea, is seeking a candidate for the Chair of Language Science. The successful candidate will be responsible for teaching and research in the field of language science. A Ph.D. is essential. Salary is negotiable. Applications should be sent to the Registrar, University of Technology, Papia New Guinea.

**UNIVERSITY OF PAPUA AND NEW GUINEA**  
PORT MORESBY  
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**Reminders**  
Advancements should be made in the field of higher education. The Times Higher Education Supplement is a valuable resource for those interested in higher education. It provides information on a wide range of topics, including university rankings, research findings, and news about higher education. It is a must-read for anyone involved in higher education.

**Overseas**  
The Overseas section of the Times Higher Education Supplement provides information on a wide range of topics, including university rankings, research findings, and news about higher education. It is a must-read for anyone involved in higher education.

**CIVIL ENGINEERING OPPORTUNITIES**  
c. £7,000 TAX-FREE  
British Aircraft Corporation has vacancies for the following suitably qualified engineering personnel to undertake work at various locations in Saudi Arabia on a major overseas defence contract.

# Interaction between universities, the Civil Service and professions

The Commonwealth Foundation has, despite its relative youth, an impressive record of support for inter-university activities and changes in purely professional fields. This is what it was set up to do. The following list of its now familiar Occasional Papers shows, however, a welcome widening in the range of study topics it regards as possible to support under the remit agreed for the foundation by Commonwealth Prime Ministers in 1955.

The most recent seminar held in Jamaica last January (Commonwealth Foundation Occasional Paper No. XXXI) covered the fascinating topic of the mutual interaction between the universities, Civil Service and the professions. It is a topic of unlimited scope and genuine current significance for both developed and developing countries alike.

The use of the term Civil Service, rather than Government, in the title demonstrates a pre-emptive intention to aim at steering the discussion away from the well-worn controversies on the overpowering role of ministers and focusing it, primarily on civil servants, and on their interaction with the professions and the universities.

The self-discipline necessary to conduct the discussion continuously on this plane was a lot to expect from the assembly of some 30 invited delegates from all parts of the Commonwealth, well chosen and distinguished though most of them were. The report clearly reflects the general tendency of the participants to concentrate upon the particular problems and roles of the three separate sectors, and to avoid the more profound issues underlying their mutual interaction by yet again pronouncing the well worn exhortations to all concerned to rethink their positions, to increase human exchanges and to expand research.

There was also a little too much emphasis on the particular situation in the Caribbean area from which, inevitably, a large proportion of the delegates came. The profounder general issues periodically emerged and then got lost again before they could be given the firm and impetus necessary for them to have a lasting impact. But one's regret that more depth was not achieved in the report must not lead one to withhold warm appreciation of the importance of the theme and of the decision to tackle it.

It was Lord Fulton who first, in my knowledge, drew attention to the recent growing apart in many countries of university people and civil servants and suggested that this presented a threat to the future of any community wishing to be regarded as effectively managed.

Such interaction as there is arises from specific points of contact. There is firstly the universities' function as the provider both of senior civil servants and of ministers, trained together at an impressionable age and both drawn from the top end of the spectrum of ability.

This is supplemented by the direct use of university dons by government departments for special duties and, lastly, by across-the-table business contacts between universities and civil servants when university subsidies and similar issues of joint concern are being discussed.

The latter context, unless accompanied by respect and understanding generated by the other contacts, can serve to widen rather than narrow the gulf between the two groups. So can the fact that consensus, so beloved of civil servants, is not an academic virtue.

It is noticeable that in many Commonwealth countries today the Civil Services are, apart from a tiny handful of outstandingly able and devoted figures for whom I have the greatest respect, addition, and inevitably, a large proportion of the delegates came. The profounder general issues periodically emerged and then got lost again before they could be given the firm and impetus necessary for them to have a lasting impact. But one's regret that more depth was not achieved in the report must not lead one to withhold warm appreciation of the importance of the theme and of the decision to tackle it.

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Kingston, Jamaica, where the seminar was held

fully covered in the seminar and is well reflected in the report. Perhaps the highlight was the contribution by Dr John H. Macdonald, the executive director of the Council of Ontario Universities in Canada.

We are indebted to him not only for the observation, in the context of the seminar's theme, that the word "profession" had largely lost its meaning today since it now included in its rank both civil servants and university dons, but also gave a warning of the dangers facing the closed and self-governing professional societies—the more puritan range of so-called professions—in attempting to resolve the real conflicts of interest which exists between their professed duty to the public and their own self-interest.

His illustrations were pungent but he did not lose sight of the importance of the distinction between their inter-dependence and inter-contrast in regulating their distinctiveness while at the same time recognizing their inter-dependence; and moreover in regulating that distinctiveness in the light of the greater importance of inter-dependence. This applies, surely, to the Civil Service and to universities too.

**R. C. Griffiths**

Mr Griffiths is director of the Inter-University Council for Higher Education Overseas.

**General Vacancies continued**

## STATISTICS, ECONOMICS, LAW

Lecturers required to give day-time tuition in any of these subjects to small groups of professional students to about A level standard.

**CHART TUTORS**  
82 New Street, Birmingham  
021 643 5477

**Vacancies in Bristol and Birmingham**

**Colleges of Education**

Slough College of Higher Education

**Faculty of Management**  
—a constituent of the Thames Valley Regional Management Centre—

**LECTURER IN MANAGEMENT STUDIES**  
(Ref M2/10)

Applicants should offer at least two of the following subjects: Marketing; Economics; Finance; Statistics; General Management.

**Salary: £3279-£5493** dependent upon qualifications and experience, plus £141 local allowance.

Further particulars and application form from the Vice Principal, Slough College of Higher Education, Wellington Street, Slough, SL1 1YG, to whom they should be returned within two weeks of the date of this advertisement.

**TRINITY COLLEGE OF MUSIC, LONDON**

## Assistant Director of Examinations

Trinity College of Music seeks a mature person, probably aged between 40 and 55, and preferably a graduate, to be responsible for the day-to-day running of the Examinations Department which organizes practical and written examinations at home and overseas, and so act as Deputy to the Director of Examinations.

This is an administrative post with considerable financial responsibilities; whilst some musical knowledge would be helpful, proven administrative ability is essential.

Salary negotiable, about £3,000. Application forms obtainable from the Administrative Secretary, Trinity College of Music, Mandeville Place, London W1M 6AU. Closing date for receipt of applications: 5th September.

## Polytechnic of the South Bank

**RESIDENTIAL ASSISTANT BURSAR**  
Required for students Hall of Residence in SWB. Will be required to assist with bursarial duties and with special responsibility for catering arrangements for 200 students (male and female). Annual salary £2,453-£2,822 less £150 accommodation charge. Candidates should hold HCIMA Certificate City and Guilds or equivalent. Application form and further particulars may be obtained from Staffing Officer (TH), Polytechnic of the South Bank, Borough Road, London SE1 0AA (Telephone: 01-928 8989).

**UNIVERSITY OF CALABRIA**

Applications are invited for the post of Lecturer of English for the academic year 1975-76. Candidates should forward applications by express mail with detailed curriculum vitae, photographs and an essay of 1,000-2,000 words on "The Teaching of English to University Students" which should include a discussion of the role of the language laboratory, references and any publications to:

M. Magliocco Rector,  
University degli Studi  
della Calabria,  
Ufficio Affari Generali,  
Palazzo Pranno,  
Contrade Compenda,  
I-87030 RENDE (CS), Italy  
In arrival by 30th September 1975. Salary circa Lit. 280,000 per month.

**QUEEN MARGARET COLLEGE, Edinburgh**

**A Scottish Central Institution**  
Applications are invited for appointment to a post of **SYSTEMS ANALYST/LECTURER IN COMPUTER STUDIES**

Preference will be given to candidates who have experience of one or more of the following:

1. Running short courses for staff and students to ensure effective use of computer facilities.
2. Provision of computer support in the design and testing of management systems.
3. Provision of computer support in the design and testing of management systems.
4. Application and teaching of quantitative management techniques.
5. Provision of an information system in support of college administration.

The salary scale for the post is £2,453-£2,822 per annum. Applications should be sent to the Staffing Officer, Queen Margaret College, Edinburgh, EH12 6TH. Tel. 031-224 8111.

**Leeds POLYTECHNIC**  
Department of Life Sciences  
**LECTURER IN NUTRITION/DIETETICS**  
Salary Scale: (Subsidiary continuation)  
Lecturer: £2469-£4377  
Lecturer II: £3279-£5493  
Details from: The Academic Officer, (ND/13) Leeds Polytechnic, Calverley Street, Leeds LS1 3HE, 0532 41101  
Closing Date: 5th September 1975.

**PORTSMOUTH POLYTECHNIC**  
DEPARTMENT OF ECONOMICS AND MANAGEMENT  
**RESEARCH UNIT**  
RESEARCH ASSOCIATE (FELLOWSHIP)  
To commence October 1976 for a period of 2 years.  
1st Candidates for the first post should be qualified in economics, statistics, mathematics, and have a research degree or equivalent. The post offers an opportunity to develop research in the field of economics and management. The successful candidate will be expected to contribute to the research programme of the unit and to supervise the work of research assistants. Both posts involve a commitment to research and to the development of the research programme of the unit. Applications should be sent to the Staffing Officer, Portsmouth Polytechnic, PO1 2PH, Tel. 0705 224 8111.